

Unit #5: Foundations of Democracy

Content Area: **Social Studies**
Course(s): **Political Science**
Time Period: **Third Marking Period**
Length: **5 Weeks**
Status: **Published**

Unit Overview

Introduction of the nature of political thought explored through the evolution of political writings and government is explored starting with classical theory through communism. These theories will be the basis to explore power dynamics of government and its citizenry.

STAGE 1- DESIRED RESULTS

2016 New Jersey Student Learning Standards- Social Studies

9.3 Career & Technical Education- Government and Public Administration

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| 12.9.3.GV.1 | Explain the purpose and functions of government and public administration and the application of democratic principles in the process of governmental and administrative policymaking. |
| 12.9.3.GV.2 | Analyze the systemic relationships of government and public administration agencies. |
| 12.9.3.GV.3 | Describe health, safety and environmental management systems, as well as policies and procedures in government and public administration agencies. |
| 12.9.3.GV.4 | Describe the implementation of plans and policies to respond to public health, safety and environmental needs in government and public administration agencies. |
| 12.9.3.GV.5 | Describe career opportunities and the means to achieve those opportunities in each of the Government & Public Administration Career Pathways. |
| 12.9.3.GV.6 | Explain the administration of human, financial, material and information resources in government and public administration agencies. |

Career Pathways

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| 12.9.3.GV-FIR | Foreign Service |
| 12.9.3.GV-FIR.1 | Apply the knowledge acquired from history, law, geography, science, language studies, social sciences (including economic and political science), business, foreign policy and culture to perform diplomatic functions. |

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| 12.9.3.GV-FIR.2 | Describe the laws, customs and current administrative practices of the United States and host countries used to manage administrative, social and policy matters. |
| 12.9.3.GV-FIR.3 | Describe the application of United States and host country laws, regulations, policies and procedures used to manage consular administrative matters. |
| 12.9.3.GV-FIR.4 | Describe the application of host country laws, customs and effective administrative practices used to manage the conduct of diplomatic operations. |
| 12.9.3.GV-GOV | Governance |
| 12.9.3.GV-GOV.1 | Employ research skills to gather and document factual information, analyze data and interpret statistics applicable to matters of public policy. |
| 12.9.3.GV-GOV.2 | Develop and articulate reasoned, persuasive arguments to support public policy options or positions. |
| 12.9.3.GV-GOV.3 | Select and apply appropriate political processes to gain consensus for the resolution of differing opinions and positions. |
| 12.9.3.GV-GOV.4 | Advocate to gain support for new laws, regulations, ordinances, programs or procedures; alternatively, advocate to gain support to reform or revoke existing laws, regulations, ordinances, programs or procedures. |
| 12.9.3.GV-MGT | Public Management & Administration |
| 12.9.3.GV-MGT.1 | Describe the organization of a government or public administration department or agency. |
| 12.9.3.GV-MGT.2 | Design strategies to maximize the potential of a government or public administration department or agency to meet its vision, mission and goals. |
| 12.9.3.GV-MGT.3 | Utilize fiscal management skills to manage budget and allocation processes to ensure that resources are applied in a manner consistent with the department or agency's vision, mission and goals. |
| 12.9.3.GV-MGT.4 | Facilitate the flow of ideas and information to keep the department or agency and its constituency informed of policies and operations. |
| 12.9.3.GV-MGT.5 | Create plans that utilize department or agency expertise to help elected officials and others identify, implement and achieve common goals and objectives. |
| 12.9.3.GV-MGT.6 | Use analysis, planning and fiscal services to fund department or agency priorities. |
| 12.9.3.GV-MGT.7 | Describe ethical and fiscally responsible procurement systems and procedures used to meet department or agency needs. |
| 12.9.3.GV-MGT.8 | Prepare procurement requirements, procedures and solicitations for bids or proposals. |
| 12.9.3.GV-MGT.9 | Evaluate bids and proposals consistent with the requirements of the procurement process. |
| 12.9.3.GV-MGT.10 | Describe the oversight of awarded contracts to ensure the ethical and optimal use of public funds. |
| 12.9.3.GV-MGT.11 | Describe laws and policies that are used to protect or disclose information. |
| 12.9.3.GV-MGT.12 | Develop strategies that encourage a creative and innovative environment in a government or public administration department or agency. |
| 12.9.3.GV-PLN | Planning |
| 12.9.3.GV-PLN.1 | Explain the planning process used to support the development and implementation of new and updated plans, programs and regulations for government and public administration agencies. |
| 12.9.3.GV-PLN.2 | Develop a comprehensive and focused strategic planning process for government and public administration agencies to manage change. |
| 12.9.3.GV-PLN.3 | Select and apply appropriate political processes to gain consensus for the resolution of differing opinions and positions. |

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| 12.9.3.GV-PLN.4 | Advocate to gain support for new laws, regulations, ordinances, programs or procedures; alternatively, advocate to gain support to reform or revoke existing laws, regulations, ordinances, programs or procedures. |
| 12.9.3.GV-REV | Revenue & Taxation |
| 12.9.3.GV-REG | Regulation |
| 12.9.3.GV-REV.1 | Examine evidence and ensure revenue compliance by interpreting applicable laws, applying appropriate investigative principles and following relevant procedures. |
| 12.9.3.GV-REG.1 | Describe enforcement of compliance with legal requirements and regulatory standards. |
| 12.9.3.GV-REV.2 | Acquire, analyze and disseminate information to facilitate clear and accurate communication with revenue and taxation stakeholders. |
| 12.9.3.GV-REV.3 | Design, develop, operate and review data analysis systems and procedures to minimize and eliminate revenue-related financial problems. |
| 12.9.3.GV-SEC | National Security |
| 12.9.3.GV-SEC.1 | Instruct persons who will perform tasks relating to national homeland security. |
| 12.9.3.GV-SEC.2 | Describe the appropriate duties, responsibilities and authority of a national security agency's personnel at all levels. |
| 12.9.3.GV-SEC.3 | Describe the leadership characteristics necessary to ensure compliance with rules of engagement and applicable ethical standards. |
| 12.9.3.GV-SEC.4 | Collect and analyze information from within and outside the United States to assess threats and opportunities regarding national security. |
| 12.9.3.GV-SEC.5 | Develop strategies to defend against and respond to the effects of chemical, biological, radiological, nuclear (CBRN) or other emergent events. |

Career Ready Practices

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| CRP.K-12.CRP1.1 | Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good. |
| CRP.K-12.CRP2.1 | Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation. |
| CRP.K-12.CRP3.1 | Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success. |
| CRP.K-12.CRP4.1 | Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready |

individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

CRP.K-12.CRP5.1

Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

CRP.K-12.CRP6.1

Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

CRP.K-12.CRP7.1

Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.

CRP.K-12.CRP8.1

Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

CRP.K-12.CRP9.1

Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.

CRP.K-12.CRP10.1

Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

CRP.K-12.CRP11.1

Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

CRP.K-12.CRP12.1

Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

9.2 Career Awareness, Exploration, and Preparation

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| CAEP.9.2.12.C.1 | Review career goals and determine steps necessary for attainment. |
| CAEP.9.2.12.C.2 | Modify Personalized Student Learning Plans to support declared career goals. |
| CAEP.9.2.12.C.3 | Identify transferable career skills and design alternate career plans. |
| CAEP.9.2.12.C.4 | Analyze how economic conditions and societal changes influence employment trends and future education. |
| CAEP.9.2.12.C.5 | Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures. |
| CAEP.9.2.12.C.6 | Investigate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for owning and managing a business. |
| CAEP.9.2.12.C.7 | Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace. |
| CAEP.9.2.12.C.8 | Assess the impact of litigation and court decisions on employment laws and practices. |
| CAEP.9.2.12.C.9 | Analyze the correlation between personal and financial behavior and employability. |

CCSS- Writing in History/Social Studies and Technical Subjects

Text Types and Purposes

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| CCSS.ELA-Literacy.WHST.11-12.1 | Write arguments focused on discipline-specific content. |
| CCSS.ELA-Literacy.WHST.11-12.2 | Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. |

Production and Distribution of Writing

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| CCSS.ELA-Literacy.WHST.11-12.4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| CCSS.ELA-Literacy.WHST.11-12.5 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. |
| CCSS.ELA-Literacy.WHST.11-12.6 | Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. |

Research to Build and Present Knowledge

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| CCSS.ELA-Literacy.WHST.11-12.7 | Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of |
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the subject under investigation.

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| CCSS.ELA-Literacy.WHST.11-12.8 | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. |
| CCSS.ELA-Literacy.WHST.11-12.9 | Draw evidence from informational texts to support analysis, reflection, and research. |

Range of Writing

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| CCSS.ELA-Literacy.WHST.11-12.10 | Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |
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CCSS- Literacy in History/Social Studies and Technical Subjects

Key Ideas and Details

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| CCSS.ELA-Literacy.RH.11-12.1 | Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole. |
| CCSS.ELA-Literacy.RH.11-12.2 | Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas. |
| CCSS.ELA-Literacy.RH.11-12.3 | Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain. |

Craft and Structure

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| CCSS.ELA-Literacy.RH.11-12.4 | Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10). |
| CCSS.ELA-Literacy.RH.11-12.5 | Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole. |
| CCSS.ELA-Literacy.RH.11-12.6 | Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence. |

Integration of Knowledge and Ideas

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| CCSS.ELA-Literacy.RH.11-12.7 | Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem. |
| CCSS.ELA-Literacy.RH.11-12.8 | Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information. |

Range of Reading and Level of Text Complexity

Essential Questions

- Can the rights of American citizens ever cause conflict among them?
- How are governments created, structured maintained, and changed?
- How can a government decision be based on a Constitution that does not explicitly state the answer?
- How can citizens and groups participate effectively in the democratic process?
- How do competing interests influence how power is distributed and exercised?
- How does the government established by the Constitution embody the purposes, values and principles of the American dream?
- How have the basic values and principles of American democracy changed and in what ways have they been preserved?
- How is power gained, used, and justified?
- What are the roles and responsibilities of citizens and government in a democratic society?
- What effect does a democratic government have on society?
- What happens in the absence of government?
- What is government and what can it do?
- What is power?
- Why do rules, laws and government not always preserve individual rights and the common good? What can be done about it?
- Why do we have rules & laws; and what would happen if we didn't?
- Why have the roles and responsibilities of U.S. citizens changed?

Enduring Understanding

- Citizens can influence government in many ways if they choose to participate.
- Citizenship is a lifelong endeavor
- Conflict resolution can involve aggression, compromise, cooperation, and change.
- Democratic societies must balance the rights and responsibilities of individuals with the common good.
- Governments can change based on the needs of people, their society and their culture.
- It is the responsibility of citizens to actively participate in government; otherwise, the country is run by a few for the few.
- Our government was founded on the principles of fairness, equality and respect for diversity.

- People develop systems to manage conflict and create order.
- Protecting the common good may require sacrificing individual rights. Maintaining that fragile balance is the collective role of all citizens.
- Societies require rules, laws and government.
- The Constitution is a living document that helps in defining the roles and responsibilities of government and of citizens.

Students will know...

I. Key Ideas and Concepts

- Governments are created by states based on individual needs, resources, history, and demographics.
- All governments are tasked with balancing liberties with authority.
- Democracy all the power rests with the people.
- In authoritarian states the leaders are not accountable to the people.
- Government is the institution through which a society makes and enforces public policy and is made up of those who exercise its powers and have authority over the people.
- People form governments to provide a structure for making and enforcing decisions that affect the common good.
- Origins of modern government start with ancient philosophers from Greece, Rome and the Enlightenment.
- Governments have evolved in their power in structure.
- All governments address the balance of liberty and authority.

II. Possible misunderstandings

III. Key terms and vocabulary

- State, Parliamentary Democracy, Presidential Democracy, Republic, Anarchy, Capitalism, Communism, Socialism, Constitution, Authoritarian, Oligarchy, Monarchy, Totalitarian, Social Order, Common good, John Locke

Students will be able to...

- Analyze how political institutions have developed over time
- Accurately define, evaluate, and critique the basic principles (e.g., liberty, equality, rights) inherent within our political/ philosophical framework of democracy.
- Describe four characteristics of the state.
- Understand the purpose of the government in the United States and other countries.

- Classify governments according to three sets of characteristics
- Define the Systems of government based on who can participate.
- Identify ways that power can be distributed, geographically within a state.

STAGE 2- EVIDENCE OF LEARNING

Authentic Assessments

- Critical thinking activities
- Projects with rubric
- Complete analysis different governments and how they compare and contrast in their structures
- Role Play scenarios on different governments
- Peer evaluation on projects and other work
- DBQ: Describe two characteristics of a government under absolute control **and** two characteristics of a government under democratic rule. Analyze the role of citizens in the decision-making process of a government under absolute control **and** the role of citizens in the decision- making process of a government under democratic rule.
- Create a song based on one of the philosophers we have studied

Traditional Assessments

STAGE 3- LEARNING PLAN

Instructional Map

- Topic Intro: Mini group assignment will be asked to create their ideal government to introduce

government.

- Lectures on Ancient Philosophers and Enlightenment Thinkers
- Using essential questions to see what students know already about governments
- Primary and secondary source readings
- Videos on topics
- Project (online research) find different forms of government list their structure, power dynamics and the philosophers who created it.
- Saving your Rights: Class must come together and choose 3 of 10 rights as a class.
- Create a political manifesto for our class government based on one of types of government studied so far.
- Section Reviews: test, quizzes, projects

Formative Assessment Strategies

- 3- Minute Pause
- A-B-C Summaries
- Analogy Prompt
- Choral Response
- Debriefing
- Exit Card / Ticket
- Fishbowl
- Hand Signals
- Idea Spinner
- Index Card Summaries
- Journal Entry
- Misconception Check
- Observation
- One Minute Essay
- One Word Summary
- Portfolio Check
- Questions & Answers
- Quiz
- Self-Assessment
- Student Conference

- Think-Pair-Share
- Web or Concept Map

Modifications Strategies

- Extended Time
- Frequent Breaks
- Highlighted Text
- Interactive Notebook
- Modified Test
- Oral Directions
- Peer Tutoring
- Preferential Seating
- Re-Direct
- Repeated Drill / Practice
- Shortened Assignments
- Teacher Notes
- Tutorials
- Use of Additional Reference Material
- Use of Audio Resources

Differentiation Strategies

High Preparation Differentiation

- Alternative Assessments
- Choice Boards
- Games and Tournaments
- Group Investigations
- Guided Reading
- Independent Research / Project
- Interest Groups
- Learning Contracts
- Leveled Rubrics
- Literature Circles
- Multiple Intelligence Options
- Multiple Texts

- Personal Agendas
- Project Based Learning (PBL)
- Stations / Centers
- Think-Tac-Toe
- Tiered Activities / Assignments
- Varying Graphic Organizers

Low Preparation Differentiation

- Choice of Book / Activity
- Cubing Activities
- Exploration by Interest (using interest inventories)
- Flexible Grouping
- Goal Setting With Student
- Homework Options
- Jigsaw
- Mini Workshops to Re-teach or Extend Skills
- Open-ended Activities
- Think-Pair-Share by Readiness, Interest, or Learning Style
- Use of Collaboration
- Use of Reading Buddies
- Varied Journal Prompts
- Varied Product Choice
- Varied Supplemental Materials
- Work Alone / Together

Horizontal Integration- Interdisciplinary Connections

Language Art: Literature, Poetry from the time period

Fine and Performing Arts: Art, Plays, Movies from the time period

Science & Technology: Scientific or Technological advances made during the time period

Math: Analysis and manipulation of statistics or other numeric information

Vertical Integration- Discipline Mapping

The United States History I course is typically offered during the Sophomore year of High School.

Students will have been exposed to courses of study in United States Geography (Grade 4), World Geography (Grade 5), United States History- Settlement through Constitutional Ratification (Grade 6), United States History- Early Republic through Reconstruction (Grade 7), World History 8 (Beginning of Human Society through Expanding Exchanges and Encounters), World History HS (The Emergence of the First Global Age through Contemporary Issues), United States History I HS (Revolution through Progressive Era), and United States History II HS (Imperialism through Contemporary Issues). The skills outlined in the Common Core State Standards have been developed and expanded upon so that students reaching the 9th and 10th grades can successfully address the demands required of them.

Additional Materials

- ACTIVE CLASSROOM
- Cohen & Fermon (1996) *Princeton Readings in Political Thought*
- Squire, Lindsay, Covington, & Smith (2001) *Dynamics of Democracy* 3rd Ed
- SELECTIONS: The Apology & The Republic and The Politics
- SELECTIONS: The Leviathan, Second Treatise of Government, and The Social Contract
- SELECTIONS: The Communist Manifesto
- SELECTIONS: Political Parties & Fascism